



School and District Guide to DLM Results

School Year 2015-16

Dynamic Learning Maps™ (DLM) is a new system of alternate assessments for students with the most significant cognitive disabilities. Students show their performance on English language arts and mathematics content standards called Essential Elements. This guide explains the individual student score reports and group results provided by the consortium. This guide is designed for local administrators such as principals and superintendents.

For questions about school and state accountability, please contact your district or your state department of education.

Reports Provided by Dynamic Learning Maps

Each student score report includes a Performance Profile and a Learning Profile. There are also several group reports, including Class and School Results, and Final District and State Results.

How Scores Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling. This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels. The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching** the target.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Each state determines how the DLM performance levels translate into its own definitions of proficiency for accountability purposes.

Individual Student Score Reports

Individual student score reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student per subject.



Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and Successor. These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.

Each student is assessed on one or more linkage levels for each Essential Element on the blueprint. Students are not assessed at every level for every Essential Element.

On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered.

Individual Student Year-End Report
Learning Profile

NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 10-08-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014-15
GRADE: 4

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

| | | Level | | | | |
|----------|-------------------|--|--|---|--|---|
| Area | Essential Element | 1 | 2 | 3 | 4 (Target) | 5 |
| ELA.C1.1 | ELA.RL.4.1 | Identify familiar people, objects, places, or events | Identify character actions in a familiar story | Identify character actions | Recount events in a story using details | Recount the key details of a story |
| ELA.C1.1 | ELA.RL.4.3 | Understand object names | Identify concrete details in a familiar story | Identify characters, setting, and major events | Describe characters in a narrative | Describe characters, setting, and events |
| ELA.C1.1 | ELA.RL.4.5 | Identify familiar people, objects, places, or events | Name or identify objects in pictures | Identify the beginning, middle, and end of a familiar story | Identify story characteristics | Identify story elements that change |
| ELA.C1.1 | ELA.RI.4.1 | Understand object names | Name or identify objects in pictures | Identify concrete details in an informational text | Identify explicit details in informational texts | Identify words related to explicit information |
| ELA.C1.1 | ELA.RI.4.2 | Understand object names | Name or identify objects in pictures | Identify concrete details in informational texts | Identify the overall topic of a familiar text | Identify topic-related words in an informational text |

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested

Page 1 of 3



Performance Profile

The Performance Profile provides a report of the student's performance across Essential Elements from the 2015-2016 blueprints. The number of skills that must be mastered in order to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with the most significant cognitive disabilities. There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The Performance Profile below shows the student's mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

Individual Student Year-End Report
Performance Profile

NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: Kansas
GRADE: 3
STATE ID: 999999

Overall Results

Students in Grade 3 English Language Arts are expected to be administered assessments covering 40 skills for 8 Essential Elements. Susie mastered 12 skills during the year. Overall, Susie's mastery of English Language Arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in Susie's Learning Profile.

emerging

approaching the target

at target

advanced

EMERGING: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

APPROACHING TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

AT TARGET: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

ADVANCED: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

A student who has achieved at the **approaching the target** performance level has typically shown that he or she can recognize details, ideas, and supporting points made by the author, understand vocabulary, identifies feelings and recognizes text structure when reading Literature and Informational text.

The student recognizes details, ideas, and supporting points made by the author by:

- Retelling concrete details
- Answering who, what, when, where, and why questions

The student demonstrates and understanding of vocabulary by:

- Understanding definitions for unambiguous words in texts

The student identifies feelings by:

- Relating character feelings and actions

The student recognizes text structure by:

- Comparing two texts
- Using text features to locate information
- Recognizing the beginning and end of unfamiliar texts

When writing, the student:

- Selects an informational topic
- Finds information in resources to support the topic
- Writes using complete thoughts

Page 1 of 2

REPORT DATE: 09-25-2016
YEAR: 2015 – 16

Individual Student Year-End Report
Performance Profile

NAME: Susie Smith
SUBJECT: English Language Arts
SCHOOL: DLM School

DISTRICT: 1234
DISTRICT: DLM District name

STATE: Kansas
GRADE: 3
STATE ID: 999999

Performance Profile Continued

Conceptual Areas

Determining critical elements of text

43%
Susie mastered 17 of 40 skills

Integrating ideas and information from text

40%
Susie mastered 4 of 10 skills

Constructing understandings of text

28%
Susie mastered 7 of 25 skills

Using writing to communicate

40%
Susie mastered 4 of 10 skills

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in the Learning Profile.

Page 2 of 2

Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.

2015-16 DLM Scoring and Reporting Guide for Districts and Schools

Revised 1/20/2016

3



- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the target level, and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.
- The amount of white space does not necessarily reflect a lack of instruction. DLM is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- Not all Essential Elements are tested during the assessment. Students may still have completed the required assessment blueprint and not have been tested on all the Essential Elements available.
- Students with significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's DLM profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).

You may use these results to support teachers by:

- helping them consider how the results can be used and the limitations of the data,
- identifying areas of needed professional development to strengthen instruction,
- identifying areas of academic skills where instruction may be focused, and
- reflecting on how a student's overall performance informs the IEP.

Class and School Level Score Results

At the classroom and building levels, the Class Results is a list of individual students with the number of Essential Elements tested, number of linkage levels mastered, and their final performance level.

Each school receives Class Results for every teacher with students who participated in the DLM Alternate Assessment. The students are arranged alphabetically by grade level.



**End of Year Report
Class Results**



TEACHER NAME: Alissa Streeter

SCHOOL: DLM SCHOOL couldbe 30characters

YEAR: 2014-15

REPORT DATE: 06-10-2015

DISTRICT: DLM DISTRICT

STATE: DLM State

| Student Name | Grade | English Language Arts | | | | Mathematics | | | |
|-------------------|-------|-----------------------|------------------------|-----------------|-------------------|-------------|------------------------|-----------------|--------------------|
| | | EEs Tested | EEs at or above Target | Skills Mastered | Achievement Level | EEs Tested | EEs at or above Target | Skills Mastered | Achievement Level |
| Daly, Aaron | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Daly, Tabitha | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Sigler, Eleanor | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Sigler, Ronnie | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Sigler, Terrence | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Simpson, Zita | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, Albert | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Zamboni, Benjamin | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Zamboni, Carl | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, David | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Zamboni, Earl | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Zamboni, Frank | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, Gerald | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |
| Zamboni, Harry | 6 | 16 | 12 | 47 | At Target | 11 | 5 | 37 | Approaching Target |
| Zamboni, Ingrid | 6 | 16 | 14 | 70 | Advanced | 11 | 8 | 20 | At Target |
| Zamboni, Jessie | 8 | 17 | 4 | 42 | Emerging | 15 | 2 | 33 | Emerging |

The School Results contain the same information as the Class Results and includes the teacher for each student in the second column. Records for the entire school are organized alphabetically by grade, and then by teacher and student in alphabetical order.

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was on more than one roster, the student appears once for each roster (one column for ELA and one column for math).
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- If a student record was invalidated, the student is not counted in these results.
- Remember that the judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.
- These results only provide a summary of overall performance in the grade/subject. More useful information for instructional planning is located in each student's Learning Profile.

District and State Level Results

The Final District Results provides one table for each subject: one for English language arts and one for mathematics. Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

Final District Results

DYNAMIC
LEARNING MAPS

DISTRICT: LAMAR RE 2

YEAR: 2014-15

STATE: Colorado

English Language Arts

| Grade | Number of Students Tested | Emerging | Approaching Target | At Target | Advanced | At Target or Advanced |
|-------|---------------------------|----------|--------------------|-----------|----------|-----------------------|
| 3 | 1 | 1 | 0 | 0 | 0 | 0% |
| 5 | 2 | 2 | 0 | 0 | 0 | 0% |
| 8 | 3 | 1 | 0 | 1 | 1 | 67% |
| 10 | 2 | 1 | 0 | 1 | 0 | 50% |
| 11 | 1 | 0 | 0 | 0 | 1 | 100% |

Mathematics

| Grade | Number of Students Tested | Emerging | Approaching Target | At Target | Advanced | At Target or Advanced |
|-------|---------------------------|----------|--------------------|-----------|----------|-----------------------|
| 3 | 1 | 1 | 0 | 0 | 0 | 0% |
| 5 | 2 | 2 | 0 | 0 | 0 | 0% |
| 8 | 3 | 1 | 2 | 0 | 0 | 0% |
| 10 | 2 | 1 | 1 | 0 | 0 | 0% |
| 11 | 1 | 0 | 0 | 1 | 0 | 100% |

The Final State Results has the same formatting and provides the same type of information for all student records in the state.

Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in more than one district, the student appears once in each Final District Results and counted twice in Final State Results.



- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- If a student record was invalidated, the student is not counted in these results.
- Both of these results provide a high-level summary of students at the district or state level. More useful information for instructional planning is located in each student's Learning Profile.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.

How Reports Are Distributed

Student score reports are generated as separate PDF files. There is one PDF per student per subject. Individual student score reports are packaged for delivery in folders, organized by district name, school name, and grade. When score reports are delivered, each Building Principal and Special Education Director will receive information on access the student reports.